

GRADES 9-12 OVERVIEW

Students will experience significant physical, intellectual, and emotional growth and development during their high school years. A high-quality physical education program will help them to manage these changes and establish a healthy lifestyle as adults.

Beginning Kinesiology, a required one-credit course, reinforces physical education concepts and skills learned in Grades K-8 by providing students with further knowledge and skills to construct and implement a lifelong plan for physical activity. After completing Beginning Kinesiology, students will be equipped to sustain healthy, active lifestyles and to engage in fitness-oriented, self-selected lifetime sports which are both enjoyable and meaningful. Students can also expand their capabilities for independent learning that produces sound decision-making, which will support future participation in health-enhancing fitness activities.

Beginning Kinesiology empowers students to become physically active adults, providing them a framework for a lifetime of healthy living. Students who successfully complete Beginning Kinesiology fulfill the physical education credit requirement for graduation.

By the completion of high school, the learner will be able to plan and implement different types of personal fitness programs; demonstrate competency in two or more lifetime activities; describe key concepts associated with successful participation in physical activity; model responsible behavior while engaged in physical activity; and engage in physical activities that meet the need for self-expression, challenge, social interaction, and enjoyment.

All high school physical education courses have two levels of learning. Level 1 indicates the minimum knowledge and skills that students must attain. Level 2 provides the student an opportunity to build on Level 1 competencies by augmenting knowledge and skills considered desirable for lifelong health and wellness.

Example of Level 1 vs. Level 2 with Suggested Method to Implement and Differentiate Between the Levels

Physical Activity and Fitness: <i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>		
Standard 3	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
BK-3.1 Physical Activity and Fitness <i>Physical activity knowledge</i>	Explain the benefits of a physically active lifestyle as it relates to preparation for college and/or a career.	Analyze the relationships among physical activity, nutrition, and body composition.
Lesson Possibilities	A student will be able to explain the benefits of training for a 5K race and will know how to develop their own individual training goals and develop their own pacing guide for success. Student can also explain how this experience will benefit them for a lifetime.	Make the connection of how nutrition plays a key role in success in training for a 5K run, and also benefits overall health. Students will be encouraged to participate in a local 5K.

Beginning Kinesiology

Beginning Kinesiology is the physical education course required for graduation. It is a stand-alone course which encompasses the basic concepts of athletics and fitness, and introduces students to the basic physiological, psychological, sociological, and mechanical principles of human movement. Students will be empowered to make choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime.

It is highly recommended that students take Beginning Kinesiology in Grade 10. It is the prerequisite for all physical education elective courses.

Anchor Standard 1: Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>		
Standard 1	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
BK-1.1 Motor Skills and Movement Patterns <i>Lifetime activities</i>	Exhibit competency in activity-specific movement skills in one or more lifetime activities. Examples: outdoor pursuits, individual-performance activities, net games, target games	Exhibit competency in activity-specific movement skills in two or more lifetime activities. Examples: outdoor activities, individual-performance activities, net games, target games
<i>APE accommodation suggestions:</i> hand to hand; hand over hand; develop the rules to accommodate each student's needs; adapt equipment to meet students' needs.		
BK-1.2 Motor Skills and Movement Patterns <i>Dance and rhythm</i>	Demonstrate competency in a form of dance. Examples: line dance, square dance, ballroom, cultural and social occasions, or lyrical dance	Exhibit competency in two forms of dance by choreographing an individual dance or creating a group dance.
<i>APE accommodation suggestions:</i> Slower music, poly spots and/or arrows on floor for direction, breaking the dance steps/movements down into small parts, review/practice, peer assistance.		
BK-1.3 Motor Skills and Movement Patterns <i>Fitness activities</i>	Exhibit competency in one or more specialized skills in health-related fitness activities. Examples: stretching, walking, jogging	Exhibit competency in two or more specialized skills in health-related fitness activities. Examples: aerobics, movement education, strength and conditioning activities
<i>APE accommodation suggestions:</i> Shorten distance; remove time restraints; remove cadence.		

Anchor standard 2: Movement and Performance: *The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.*

Standard 2	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
BK-2.1 Movement and Performance <i>Movement concepts, principles, and knowledge</i>	Explain the terminology associated with exercise and participation in selected individual-performance activities. Examples: dance, net and wall games, target games, outdoor activities	Explain and discuss the historical and cultural roles of games, sports, and dance.
BK-2.2 Movement and Performance <i>Movement concepts, principles, and knowledge</i>	Apply movement concepts and principles while evaluating and improving performance of self and/or others in a selected skill.	Demonstrate the speed vs. accuracy adjustment in throwing and striking skills.
BK-2.3 Movement and Performance <i>Movement concepts, principles, and knowledge</i>	Design a practice plan to improve performance for an individualized selected skill.	Implement a practice plan involving steps toward the individualized selected motor skills.
BK-2.4 Movement and Performance <i>Movement concepts, principles, and knowledge</i>	Show examples of social and technical dance forms and rhythmic activities.	Examine similarities and differences in various dance forms and rhythmic activities.

APE accommodation suggestions for movement concepts, principles, and knowledge: peer assistance and modeling

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

Standard 3	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
BK-3.1 Physical Activity and Fitness <i>Physical activity knowledge</i>	Explain the benefits of a physically active lifestyle as it relates to preparation for college and/or a career.	Analyze the relationships among physical activity, nutrition, and body composition.
<i>APE accommodation suggestions: Physical activity knowledge, engagement in physical activity, participation in fitness activity, fitness knowledge, assessment and program planning, nutrition, stress management-</i> Refer to the IEP or special education teacher for academic and testing accommodations.		
BK-3.2 Physical Activity and Fitness <i>Physical activity knowledge</i>	Research the validity of advertisements for commercial products and programs pertaining to fitness and a healthy, active lifestyle. Examples: diet pills, energy/sports drinks	Assess technology and social media resources for promoting a healthy, active lifestyle.
BK-3.3 Physical Activity and Fitness <i>Physical activity knowledge</i>	Explain risks associated with exercising in heat, humidity, and cold.	Identify, target, and chart rates of perceived exertion and pacing (physical activity).
BK-3.4 Physical Activity and Fitness <i>Physical activity knowledge</i>	Investigate physical activities available in home and community to develop beneficial, healthy behaviors.	Participate in physical activities learned from home and community.
BK-3.5 Physical Activity and Fitness <i>Physical activity knowledge</i>	Assess risks and safety factors that might affect physical activity choices throughout the life cycle.	Analyze the impact of life choices, economics, motivation, and accessibility on exercise participation and physical activity in college or career settings.

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (Continued)*

<p>BK-3.6 Physical Activity and Fitness <i>Engagement in physical activity</i></p>	<p>Participate several times a week in a self-selected lifetime activity, dance, or fitness-related activity outside school hours.</p>	<p>Develop a plan, train, and participate in a community event with a focus on physical activity. Examples: 5K, triathlon, tournament, dance performance, cycling event</p>
<p>BK-3.7 Physical Activity and Fitness <i>Participation in fitness activity</i></p>	<p>Demonstrate correct stretching technique and appropriate skill on resistance-training machines or with free weights.</p>	<p>Design and put into effect a strength and conditioning program that develops balance in all muscle groups and supports a healthy, active lifestyle.</p>
<p>BK-3.8 Physical Activity and Fitness <i>Fitness knowledge</i></p>	<p>Identify components of a personal fitness plan. Examples: strength exercises, stretching exercises, cardiovascular exercises, and nutritional balance</p>	<p>Demonstrate movements associated with static and non-static exercises.</p>
<p>BK-3.9 Fitness Knowledge <i>Physical activity and fitness</i></p>	<p>Determine target heart rate and apply that information to a personal fitness plan.</p>	<p>Modify intensity to keep heart rate in the target zone using available technology. Examples: pedometer, heart rate monitor</p>
<p>BK-3.10 Physical Activity and Fitness <i>Assessment and program planning</i></p>	<p>Research and design a comprehensive personal fitness program to enhance a healthy, active lifestyle to develop lifelong health habits based on the components of health.</p>	<p>Create and maintain a fitness portfolio which includes assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, and timeline for improvement.</p>
<p>BK-3.11 Physical Activity and Fitness <i>Nutrition</i></p>	<p>Design and implement a nutrition plan to sustain a healthy, active lifestyle.</p>	<p>Create a healthy meal plan that integrates caloric intake and output.</p>

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. (Continued)*

BK-3.12	Identify healthy stress-management strategies.	Apply healthy stress-management techniques.
Physical Activity and Fitness	Examples: relaxation, deep breathing, aerobic exercise	Examples: relaxation, deep breathing, aerobic exercise
<i>Stress management</i>		

Anchor Standard 4: Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

Standard 4	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
BK-4.1 Personal and Social Behavior <i>Personal responsibility</i>	Demonstrate effective self-management skills to participate properly in activities with groups including various personalities, skill levels, and diverse populations.	Recognize and discuss how idealized body images and elite performance levels portrayed in various media differ from the norm.
BK-4.2 Personal and Social Behavior <i>Rules and etiquette</i>	Model respect for others by respecting opposing opinions, exhibiting the willingness to compromise, and demonstrating teamwork while engaging in physical activity.	Discuss moral and ethical conduct in specific competitive situations. Examples: intentional fouls, performance-enhancing substances
BK-4.3 Personal and Social Behavior <i>Working with others</i>	Use communication skills and strategies that promote positive team or group dynamics.	Accept others' ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.
BK-4.4 Personal and Social Behavior <i>Working with others</i>	Solve problems and think critically during physical activity, both individually and in groups.	Assume a leadership role in a physical activity setting. Examples: task or group leader, referee, coach
BK-4.5 Personal and Social Behavior <i>Safety</i>	Identify safe practices for participating in physical activity, exercise, and movement practices, individually or in a group. Examples: injury prevention, hydration, use of equipment, implementation of rules, sun protection	Demonstrate safe practices while participating in physical activity, exercise, and movement practices.

APE accommodation suggestions: verbally prompting and redirecting; peer assistance to model proper personal and social behaviors

Anchor Standard 5: Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

Standard 5	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
BK-5.1 Values Physical Activity <i>Health</i>	Discuss the health benefits of a self-selected physical activity.	Predict which self-selected physical activities will provide personal health benefits into adulthood.
BK-5.2 Values Physical Activity <i>Challenge</i>	Choose a level of challenge to experience success while participating in a self-selected physical activity.	Evaluate the level of success within the challenge in a self-selected physical activity.
BK-5.3 Values Physical Activity <i>Self-expression and enjoyment</i>	Participate in self-selected physical activities that meet the need for self-expression and enjoyment.	Describe and explain the significance of movement as a means of self-expression.
BK-5.4 Values Physical Activity <i>Social interaction</i>	Identify the opportunities for social interaction and social support in a self-selected physical activity.	Evaluate the opportunities for social interaction and social support in a self-selected physical activity. Example: community service project involving physical labor

APE accommodation suggestions: peer assistance and modeling

HIGH SCHOOL PHYSICAL EDUCATION ELECTIVE COURSES

The Beginning Kinesiology course is the prerequisite for all physical education electives.

After completing Beginning Kinesiology, some students may want to increase and refine their skills and knowledge. Physical education elective courses provide these students opportunities to participate in advanced physical education experiences and develop a strong commitment to an active lifestyle. These courses allow students to continue to develop and refine skills in areas of interest, including sports, games, athletics, and dance.

Students with an IEP or 504 Plan have the option to enroll in any physical education elective courses. Accommodations or modifications for the elective course should be determined by the IEP/504 team. The collaborative team must include the physical education elective course specialist.

The courses offered may include

- Advanced Kinesiology
- Adventure and Cooperative Activities
- Life Sports: Individual, Dual, and Team
- Strength and Conditioning
- Sports Officiating
- Varsity Athletics

ADVANCED KINESIOLOGY

Advanced Kinesiology is an elective course that will cover the knowledge base of kinesiology, the importance of physical activity in daily life, and the different career paths associated with a degree in kinesiology. This class is for students who wish to pursue a career as a physical education teacher, athletic trainer, physical therapist, personal trainer, movement-related research specialist, or other careers related to health, fitness, and sports.

Accommodations or modifications for the elective course should be determined by the IEP/504 team. The collaborative team must include the physical education elective course specialist.

Prerequisite: Beginning Kinesiology

Anchor Standard 1: Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>		
Standard 1	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
AK-1.1 Motor Skills and Movement Patterns <i>Movement concepts, principles, and knowledge</i>	Describe proper movement techniques for participating in self-selected lifetime activities.	Execute the applicable skills needed for a single self-selected lifetime activity.
AK-1.2 Motor Skills and Movement Patterns <i>Dance and rhythmic activities</i>	Identify, explain, and apply coordination, explosive power, and speed that enhance performance levels in rhythmic movement and dance.	Demonstrate coordination, explosive power, and speed that enhance performance levels in rhythm and dance.
AK-1.3 Motor Skills and Movement Patterns <i>Lifetime activities</i>	Generate a list of health-enhancing lifetime activities.	Demonstrate knowledge and strategies needed to perform a specific lifetime activity with proficiency.

Anchor Standard 2: Movement and Performance: *The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.*

Standard 2	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
AK-2.1 Movement and Performance <i>Knowledge of anatomy (muscles, bones, and joints)</i>	Explain the interaction among the bones, joints, and muscles that occurs during physical activity.	Adjust physical activity levels to meet the principles of exercise while identifying the connection among bones, joints, and muscles.
AK-2.2 Movement and Performance <i>Strategies of kinesiology</i>	Explain how the components on the state-mandated physical fitness test relate to human movement and continuous, healthy physical fitness activity.	Fulfill health-related fitness standards established by the state-mandated fitness test by completing the test and recording results.

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

Standard 3	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
AK-3.1 Physical Activity and Fitness <i>Physical activity knowledge</i>	Assess circumstances that might affect physical activity choices throughout the life cycle.	Develop a plan of action that will assist in overcoming adverse circumstances to support a healthy lifestyle.
AK-3.2 Physical Activity and Fitness <i>Physical literacy</i>	Research numerous available career fields related to kinesiology.	Compare two fields of employment within the realm of kinesiology, and interview professionals in a self-selected career. Examples: physical education teacher, recreation coordinator, wellness center director
AK-3.3 Physical Activity and Fitness <i>Career opportunities</i>	Analyze consumer health products and programs related to fitness and the impact on different career choices.	Select a career, design a plan of action, and through a media presentation give specifics on qualifications needed to secure a job in the field.

Anchor Standard 4: Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

Standard 4	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
AK-4.1 Personal and Social Behavior <i>Personal responsibility</i>	Analyze the role physical activity plays in social interaction and cooperative opportunities within the family and the workplace.	Develop a personal action plan that includes social interaction, cooperative activities, and personal fitness goals.
AK-4.2 Personal and Social Behavior <i>Rules and etiquette</i>	Interview an employer in a self-selected career in the field of kinesiology, asking for a copy of the company employee policy manual.	Model exemplary behavior by adhering to company policies and rules and regulations. Example: present skit or play
AK-4.3 Personal and Social Behavior <i>Working with others</i>	Explain the importance of cooperation and positive interactions with others working in the field of kinesiology.	Conduct self-assessment to identify and utilize the potential strengths to support his/her effort in the field of kinesiology.
AK-4.4 Personal and Social Behavior <i>Safety</i>	Explain the inherent risks associated with various careers in kinesiology or physical fitness. Examples: activities director, personal trainer, recreation specialist	Research the types of injuries associated with a self-selected career choice in the field of kinesiology. Examples: athletic trainer, coach, occupational therapist, physical therapist

Anchor Standard 5: Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

<p align="center">Standard 5</p>	<p align="center">Level 1 <i>Students can:</i></p>	<p align="center">Level 2 <i>Students can:</i></p>
<p>AK-5.1 Values Physical Activity</p> <p><i>Health</i></p>	<p>Research the benefits of proper nutrition and daily physical activity.</p>	<p>Explain the role of physical activity and proper nutrition in the prevention of disease and the reduction of health-care costs.</p>
<p>AK-5.2 Values Physical Activity</p> <p><i>Choices</i></p>	<p>Explore the relationship among the brain, fitness, and nutrition and how they affect each other.</p>	<p>Determine the educational and certification requirements for a career in nutrition and the kinesiology field. Examples: health teacher, sports and fitness nutritionist, strength and conditioning coach</p>
<p>AK-5.3 Values Physical Activity</p> <p><i>Social interaction</i></p>	<p>Identify how social interaction influences their own nutrition and physical activity choices, and how they respond based on the social situation. Examples: peer pressure, social media, advertisements</p>	<p>Illustrate, using media or performance, how social interaction contributes to their personal choices pertaining to nutrition and physical activity, including family and friends, or work and school. Examples: Power Point, role play, video</p>

SPORTS OFFICIATING

Sports Officiating is an elective course that focuses on the professional philosophy and professional requirements for officiating athletic contests in volleyball, football, wrestling, basketball, soccer, baseball, softball, and track and field. Upon completion of the course, students will be offered the option of taking certification exams for any of the sport components in order to become a restricted certified official with the Alabama High School Athletic Association (AHSAA) at the middle/junior high school level. The teacher of this course must hold secondary certification and current registration as an AHSAA official (any sport), which must be verified through the AHSAA prior to scheduling the course.

Accommodations or modifications for the elective course should be determined by the IEP/504 team. The collaborative team must include the physical education elective course specialist.

Prerequisites: Beginning Kinesiology course
 Be age 16 or older, or turn age 16 during the academic year

Anchor Standard 1: Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>		
Standard 1	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
SO-1.1 Knowledge and expertise <i>Rules, interpretations, and mechanical techniques of officiating</i>	Study the rules and learn the hand signals and vocabulary needed to become a certified official for each sport desired.	Apply the rules of a sport in a game situation.
SO-1.2 Hand signals and verbal communication <i>Competency</i>	Exhibit the ability to identify an infraction to make a call in a timely manner.	Signal the correct call immediately after infraction.

Anchor Standard 2; Movement and Performance: *The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.*

Standard 2	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
SO-2.1 Physical skills, psychological skills, and commitment <i>Proper hand signals and verbal communication</i>	Practice game management, human relations, skills with players, coaches, administrators, and spectators.	Demonstrate, while officiating, effective self-management skills to interact successfully with various personalities, skill levels, and diverse population.
SO-2.2 Psychological and philosophical differences that separate below-average and above-average officials. <i>Knowledge</i>	Compare characteristics of ineffective and effective officials.	Critique the skill sets of a below-average and an above-average official in a game setting.

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

Standard 3	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
SO-3.1 Understanding and applying officiating techniques and responsibilities <i>Ability to work in partnership with fellow officials in sporting events</i>	List characteristics of successful interaction between officials and proper game day management.	Demonstrate the ability to work cooperatively and professionally with officiating squad or crew in a game setting.
SO-3.2 Primary responsibilities of each official <i>Knowledge and skills</i>	Identify game responsibilities of each official in a game setting (sport specific).	Practice game responsibilities (sport specific).

Anchor Standard 4: Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

Standard 4	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
SO-4.1 Proper professional behavior <i>Responsible behavior</i>	Analyze a registered official's game techniques on video or live.	Critique and practice officiating techniques in a game setting.
SO-4.2 Professionalism before, during, and after the contest <i>Respects self and others</i>	Identify the components of game responsibilities of an official: uniform, promptness, knowledge, and self-confidence.	Practice proper game day procedures of an official.

Anchor Standard 5: Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

Standard 5	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
SO-5.1 Personal aspects of officiating <i>AHSAA minimum standards, Code of Ethics, and sportsmanship manual</i>	Identify the minimum standards for certification as an official as stated in the AHSAA handbook.	Demonstrate the provisions of the AHSAA Code of Ethics and sportsmanship standards.
SO-5.2 Levels of physical fitness <i>Values physical activity</i>	Evaluate personal level of fitness readiness to officiate different sports.	Attain a level of fitness readiness to officiate different sports.

ADVENTURE AND COOPERATIVE ACTIVITIES

Adventure and Cooperative Activities is an elective class that will allow students to progress through an experience-based program that emphasizes interpersonal relationships and individual growth. This course encourages students to develop greater self-confidence while acquiring a sense of commitment to and trust in their classmates. It is designed to expose students to a variety of outdoor skills.

Accommodations or modifications for the elective course should be determined by the IEP/504 team. The collaborative team must include the physical education elective course specialist.

Prerequisite: Beginning Kinesiology

Anchor Standard 1: Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>		
Standard 1	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
AC-1.1 Motor Skills and Movement Patterns <i>Physical fitness for outdoor adventures</i>	Describe physical activities from individual, dual, and team sports that contribute to the improvement of specific fitness components.	Demonstrate necessary components of physical fitness to achieve a desired level of individual success while participating in outdoor activities.
AC-1.2 Motor Skills and Movement Patterns <i>Training techniques</i>	Identify skills and components needed to design an individualized health-enhancing outdoor fitness program.	Exhibit proper fitness component techniques in outdoor activities to achieve a desired level of health enhancement.

Anchor Standard 2: Movement and Performance: *The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.*

Standard 2	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
AC-2.1 Movement and Performance <i>Safety</i>	Recognize unsafe situations related to participation in outdoor activities.	Demonstrate safe and appropriate use and care of equipment and facilities used in outdoor activities. Examples: archery, canoeing, fishing, hunting
AC-2.2 Movement and Performance <i>Techniques needed for participation</i>	Identify skills and components needed for the individual to participate successfully in outdoor activities.	Model proper skills and components for the specified outdoor sport. Examples: backpacking, canoeing, hiking, mountain biking

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

Standard 3	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
AC-3.1 Physical Activity and Fitness <i>Level of exertion</i>	Identify skills to increase health benefits while participating in outdoor activities	Apply skills learned to execute a higher level of physical fitness while participating in outdoor activities.
AC-3.2 Physical Activity and Fitness <i>Planning outdoor adventure activities and sports</i>	Plan an individual outdoor adventure activity.	Participate in challenging activities requiring the utilization of newly-acquired skills.

Anchor Standard 4: Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

Standard 4	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
AC-4.1 Personal and Social Behavior <i>Local, state, and federal laws</i>	Research laws pertaining to outdoor activities. Examples: fishing, hunting	Adhere to laws pertaining to outdoor sports, showing civic and personal responsibility.
AC-4.2 Personal and Social Behavior <i>Responsibility for the environment</i>	Understand how individual actions impact the environment.	Identify and describe examples of environmental civic duties and actions which will fulfill these responsibilities. Examples: recycling, improving water quality

Anchor Standard 5: Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

Standard 5	Level 1	Level 2
AC-5.1 Values Physical Activity <i>Health and quality of life</i>	Discuss how outdoor adventures can be beneficial for quality of life.	Plan an outdoor adventure that provides enjoyment and benefits an individual's health.
AC-5.2 Values Physical Activity <i>Personal and psychological responses to outdoor adventure activities</i>	Discuss and evaluate the individual benefits of participation in physical activity and outdoor sport, and the social benefits for the individual, family, school, and community.	Develop two types of adventure-based, group-oriented activities designed to enhance current health and wellness to support a healthier family, classroom, and community.

STRENGTH AND CONDITIONING

Strength and Conditioning is an elective course that will give students the tools and resources needed to be physically fit and healthy for a lifetime. This course is a stand-alone course open to all students. It is not part of, nor may it be combined with, varsity athletics. The variety of exercises, techniques, and equipment used will allow students to experience many ways to exercise and “work out.” Students will learn how to create their own health and fitness plans to work toward specific health, fitness, and career goals.

Accommodations or modifications for the elective course should be determined by the IEP/504 team. The collaborative team must include the physical education elective course specialist.

Prerequisite: Beginning Kinesiology

Anchor Standard 1: Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>		
Standard 1	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
SC-1.1 Motor Skills and Movement Patterns <i>Physical fitness</i>	Describe physical fitness activities that contribute to the improvement of specific fitness components.	Demonstrate necessary components of physical fitness to achieve a desired level of individual success while participating in fitness activities.
SC-1.2 Motor Skills and Movement Patterns <i>Strength and conditioning</i>	Identify skills and components needed to design an individualized strength and conditioning program.	Exhibit proper fitness component techniques in strength and conditioning to achieve a desired level of health enhancement.
Anchor Standard 2: Movement and Performance: <i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i>		
Standard 2	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
SC-2.1 Movement and Performance <i>Safety</i>	Recognize unsafe situations related to participation in strength and conditioning.	Demonstrate safe and appropriate use and care of equipment and facilities for strength and conditioning.
SC-2.2 Movement and Performance <i>Proper techniques</i>	Identify skills and components an individual needs to participate successfully in strength and conditioning.	Model proper skills and demonstrate components for the specific lift or agility drills.

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

Standard 3	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
SC-3.1 Physical Activity and Fitness <i>Healthy lifestyles</i>	Determine skills to increase health benefits while participating in strength and conditioning.	Apply skills learned to execute a higher level of physical fitness while participating in strength and conditioning.
SC-3.2 Physical Activity and Fitness <i>Strength and conditioning knowledge</i>	Explain skills required for planning an individual strength and conditioning workout program.	Participate in challenging activities requiring the utilization of newly-acquired skills involved in the workout program.

Anchor Standard 4: Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

Standard 4	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
SC-4.1 Personal and Social Behavior <i>Social behaviors</i>	Research and interpret the proper etiquette for participants in a strength and conditioning program in a public and private setting.	Demonstrate the techniques pertaining to strength and conditioning while showing personal responsibility and etiquette in a social setting.
SC-4.2 Personal and Social Behavior <i>Leadership skills</i>	Develop a list of your personal actions and how they impact you, teammates, peers, and opponents.	Identify and describe examples of positive and negative behaviors while participating in a strength and conditioning program.

Anchor Standard 5: Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

Standard 5	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
SC-5.1 Values Physical Activity <i>Identify and evaluate</i>	Discuss how participation in a strength and conditioning program will assist in developing positive self-image and awareness.	Assess a strength and conditioning program to show how it can be beneficial to an individual's health and the enjoyment of self-selected physical activities.

Anchor Standard 5: Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

<p>SC-5.2 Values Physical Activity <i>Analyze</i></p>	<p>Discuss and evaluate the benefits of socialization and self-expression in a strength and conditioning program.</p>	<p>Develop two types of strength and conditioning programs designed to enhance one's own current health and wellness to support a healthier family, classroom, and community.</p>
--	---	---

LIFE SPORTS: INDIVIDUAL, DUAL, AND TEAM

Life Sports is an elective course that gives students basic knowledge of individual, dual, and team sports. Students will progressively learn skills and game strategies for each sport, as well as historical background and terminology. These sports/activities promote good health and wellness, and encourage students to participate in physical activity for life.

Accommodations or modifications for the elective course should be determined by the IEP/504 team. The collaborative team must include the physical education elective course specialist.

Prerequisite: Beginning Kinesiology

Anchor Standard 1: Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>		
Standard 1	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
LS-1.1 Physical fitness	Describe physical activities that contribute to the improvement of specific fitness components gained from participating in individual, dual, and team sports.	Demonstrate necessary components of physical fitness to achieve a desired level of individual success while participating in individual, dual, and team sports.
LS-1.2 Acquire training techniques necessary for participation in individual, dual, and team sports.	Identify skills and components needed to design an individualized health-enhancing fitness program.	Exhibit proper fitness component techniques in activities to achieve a desired level of health-enhancement.
Anchor Standard 2: Movement and Performance: <i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i>		
Standard 2	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
LS-2.1 Acquire an understanding of the importance and consequences of safety in individual, dual, and team sports.	Recognize unsafe situations related to participation in individual, dual, and team sports.	Demonstrate safe and appropriate use and care of equipment and facilities during individual, dual, and team sports.
LS-2.2 Acquire proper techniques of specific activities and sport.	Identify skills and components for the individual to participate successfully in individual, dual, and team sports.	Model proper skills and components for the specified individual, dual, and team sports.

Anchor Standard 3: Physical Activity and Fitness: *The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.*

Standard 3	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
LS-3.1 Maintain a consistent level of exertion in physical activities to attain healthy benefits.	Determine skills to increase health benefits while participating in individual, dual, and team sports.	Apply skills learned to execute a higher level of physical fitness while participating in individual, dual, and team sports.
LS-3.2 Develop the intellect to plan activities and sport.	Explain skills required for playing individual, dual, and team sports activities.	Participate in challenging activities requiring the utilization of newly acquired skills.

Anchor Standard 4: Personal and Social Behavior: *The physically literate individual exhibits responsible personal and social behavior that respects self and others.*

Standard 4	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
LS-4.1 Acquire knowledge of rules as they pertain to individual, dual, and team sports.	Research and interpret the rules of individual, dual, and team sports.	Adhere to rules pertaining to individual, dual, and team sports, showing sportsmanship and personal responsibility.
LS-4.2 Display positive leadership skills while participating in individual, dual, and team sports.	Describe how personal actions impact self, teammates, peers, and opponents.	Identify and describe examples of positive and negative behaviors in individual, dual, and team sports.

Anchor Standard 5: Values Physical Activity: *The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.*

Standard 5	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
LS-5.1 Identify and evaluate personal, psychological responses to participation in individual, dual, and team sports.	Discuss how participation in individual, dual, and team sports assist in developing positive self-image and awareness.	Evaluate a physical activity that shows how it can be beneficial to an individual's health and enjoyment for individual, dual, and team sports.
LS-5.2 Analyze the role that physical activities play in social interaction and cooperative opportunities within the school, family, community and workplace.	Discuss and evaluate the benefits of socialization and self-expression in individual, dual, and team sports.	Develop two types of individual, dual, and/or team sports designed to enhance your current health and wellness to support a healthier family, classroom, and community.

VARSITY ATHLETICS

Varsity Athletics is a restricted elective course only for high school athletes who have fulfilled the Beginning Kinesiology requirement. This course offers development of skills and personal potential for student athletes interested in improving their performance or preparing for further competition at the collegiate or professional level. The standards address more than the sport itself. Coaches will use the standards below to assist athletes with learning and achieving higher levels of performance and physical literacy.

Prerequisite: Beginning Kinesiology

Registration for this class can be completed only by the individual coach responsible for the athletes participating.

Anchor Standard 1: Motor Skills and Movement Patterns: <i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</i>		
Standard 1	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
VA-1.1 Physical fitness	Describe physical activities that contribute to the improvement of specific physical fitness components gained from participating in varsity athletics.	Demonstrate necessary components of physical fitness to achieve a desired level of individual success while participating in varsity athletics.
VA-1.2 Acquire training techniques necessary for participation in the selected sport.	Identify skills and components needed to design an individualized health-enhancing fitness program for varsity athletics.	Exhibit proper fitness component techniques in varsity athletics to achieve a desired level of health enhancement.
Anchor Standard 2: Movement and Performance: <i>The physically literate individual applies knowledge of concepts, principles, strategies, and tactics related to movement and performance.</i>		
Standard 2	Level 1	Level 2
VA-2.1 Acquire an understanding of the importance and consequences of safety in varsity athletics.	Recognize unsafe situations related to participation in varsity athletics.	Demonstrate safe and appropriate use and care of equipment and facilities in varsity sports.
VA-2.2 Acquire proper techniques of specific activities in varsity athletics.	Identify skills and components for the individual to participate successfully in varsity athletics.	Model proper skills and components for the specific varsity program.

Anchor Standard 3: Physical Activity and Fitness: <i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</i>		
Standard 3	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
VA-3.1 Maintain a consistent level of exertion in varsity athletics to obtain health benefits.	Determine skills to increase health benefits while participating in varsity athletics.	Apply skills learned to attain a higher level of physical fitness while participating in varsity athletics.
VA-3.2 Develop the intellect to plan a program for varsity athletics.	Explain skills required for planning individual activities in varsity athletics.	Participate in challenging activities requiring the utilization of newly acquired skills.
Anchor Standard 4: Personal and Social Behavior: <i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</i>		
Standard 4	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
VA-4.1 Acquire knowledge of local, state, and federal laws as they pertain to varsity athletics.	Research laws pertaining to participating in varsity athletics. Examples: medical requirements, academic grade requirement, summer practice regulations	Adhere to laws pertaining to personal responsibility while participating in varsity athletics.
VA.4.2 Display positive leadership skills while participating in varsity athletics.	Explain how your personal actions impact you, teammates, peers, and opponents.	Identify and describe examples of positive and negative behaviors in varsity athletics.
Anchor Standard 5: Values Physical Activity: <i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</i>		
Standard 5	Level 1 <i>Students can:</i>	Level 2 <i>Students can:</i>
VA-5.1 Identify and evaluate personal, psychological responses to participation in varsity athletics.	Discuss how participation in varsity athletics assists in developing positive self-image and awareness.	Assess a physical activity to show how it can be beneficial to an individual's health and enjoyment of varsity sports.
VA-5.2 Analyze the role that varsity athletics play in social interaction and cooperative opportunities within the school, family, community, and workplace.	Discuss and evaluate the individual benefits of participation in varsity athletics, and the social benefits for the individual, family, school, and community.	Make a video of one element of a training protocol designed to enhance your current health and wellness to support a healthier family, classroom, and community.

